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| **Textbook** | Level 2: Middle School  Level 3: High School | | | |
| **Unit & Lesson** | **Level 2** | | **Level 3** | |
| **Unit 1**  Lesson 1  Lesson 2  Lesson 3  Lesson 4  Lesson 5  **Unit 2**  Lesson 6  Lesson 7  Lesson 8  Lesson 9  Lesson 10  Lesson 11  **Unit 3**  Lesson 12  Lesson 13  Lesson 14  Lesson 15  Lesson 16 | **Unit 4**  Lesson 17  Lesson 18  Lesson 19  Lesson 20  Lesson 21  Lesson 22  **Unit 5**  Lesson 23  Lesson 24  Lesson 25  Lesson 26  Lesson 27  **Unit 6**  Lesson 28  Lesson 29  Lesson 30 | **Unit 1**  Lesson 1  Lesson 2  Lesson 3  Lesson 4  Lesson 5  Lesson 6  Lesson 7  **Unit 2**  Lesson 8  Lesson 9  Lesson 10  Lesson 11  Lesson 12  Lesson 13  Lesson 14  **Unit 3**  Lesson 15  Lesson 16  Lesson 17  Lesson 18  Lesson 19  Lesson 20 | **Unit 4**  Lesson 21  Lesson 22  Lesson 23  Lesson 24  Lesson 25  Lesson 26  **Unit 5**  Lesson 27  Lesson 28  Lesson 29  Lesson 30  Lesson 31  Lesson 32  **Unit 6**  Lesson 33  Lesson 34  Lesson 35  Lesson 36  Lesson 37  Lesson 38  Lesson 39 |
| **Lesson Topic** | **Analyzing the Holding and Violation of Rights** | | | |
| **Course Title** | **AP US Government and Politics** | | | |

Holding and Violating Rights

Directions: The assignment is designed as a culminating activity to help you make connections between what you have studied and tangible situations. After you have reviewed the material from WTP Lessons 18, 19, 20, 27, and 35, answer the following questions below or complete the tasks below.

1. Explain how each of the following may hold rights and give an example of each.

* Individuals-
* Classes or Categories of Individuals-
* Institutions-

1. Explain each of the common categories of rights and give an example of each.

* Personal Rights-
* Economic Rights-
* Political Rights-

1. For each of the groups listed immediately below, complete the following tasks-

(Space is provided for you to answer this portion of the assignment)

* Persons of Color
* Religious Minorities
* Immigrants (Naturalized and Non-naturalized)
* Minimum Wage Workers or Government-assisted ($) citizens
* the Disabled
* Teenagers
* Native Americans
* Women
* Homosexuals

1. Briefly describe a situation or circumstance in which the item or topic might prompt a question of a violation of one’s specific civil right. One or two sentences will be fine.
2. Define whether the violation described in a) most significantly involved:

* Individuals

OR

* Classes or Categories of Individuals

OR

* Institutions

AND

1. Define whether the violation described in a) most significantly involved:

* Personal Rights

OR

* Economic Rights

OR

* Political Rights

1. Using the levels of analysis the US Supreme Court uses to decide whether laws that create classifications violate the guarantee of equal protection of the laws, choose ONE of the above provide groups and provide an argument for moving the group to a different level of scrutiny.

This space is provided for Question 3:

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